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ABSTRACT

One simple and straightforward way to learn about individuals' concerns about an educational innovation is to ask them to respond to the question, "When you think about (the innovation), what are you concerned about?" This manual is intended to aid school officials in analyzing these open-ended concerns statements in order to effectively assess and respond to common concerns. The authors first examine the nature of concerns about an innovation and how to deal with them, with particular emphasis on the "seven stages of concern about innovations" model developed at the University of Texas. They then discuss the actual use and scoring of open-ended concerns statements and present sample data collection sheets, sample concerns statements scored according to the seven stages of concern, and sample concerns statements that illustrate each of the seven stages of concern. (Author/JG)

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# A MANUAL FOR ASSESSING OPEN-ENDED STATEMENTS OF CONCERN ABOUT AN INNOVATION

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# WHY A MANUAL FOR ASSESSING OPEN-ENDED STATEMENTS OF CONCERN ABOUT AN INNOVATION?

The Procedures for Adopting Educational Innovations (PAEI) Project at the Research and Development Center for Teacher Education, Austin, Texas, has been involved with assessing concerns as people consider or become directly involved in the implementation of a specific "innovation," for example, a certain curriculum package. No one will question that each person is concerned in varying degrees when caught up in such a process. At such a time, a person can usually articulate what concerns him/her if asked to do so. However, too often no one asks or takes the answer seriously, probably because concerns are so normal and expected.

We have found that attending to concerns is a highly effective way to better understand the perceptions of persons engaged in new experiences. One simple and straight-forward way to find out what innovation user and nonuser concerns are is to use the *Open-Ended Statement of Concern About an Innovation*. Respondents are asked to respond to the question: "When you think about (*the innovation*), what are you concerned about?" Analyses of these responses help assess concerns about a specific innovation; by doing so, users of this measure can better assist their clients to resolve or change concerns by selectively sharing certain materials, information, procedures, and/or insights based on concerns assessment.

This manual presents details of the use and scoring of the open-ended concerns statement. First, we discuss our view of what concerns are and our framework for attending to them. Next, sample data collection format pages are

included focusing on *Teaming* as the innovation. Also included are analyses of open-ended responses collected for various innovations. The scoring sections are organized to be generalizable to different innovations in order to provide a broad spectrum of examples. We hope this manual will provide the reader with a useful and practical means for assessing concerns, and will contribute to more assistance for innovation users.

We do not recommend the use of the *Open-Ended Statement of Concern About an Innovation* as a research tool. However, even though it is not sufficiently vigorous for psychometric application, we have used it and found it is extremely helpful in assessing concerns. Others have also found it helpful and have encouraged us to write this manual. Communication of concerns and their understanding is no better than the respondent is articulate and the interpreter is skilled in interpreting responses. Even so, we and others, in preparation for various workshops, have obtained statements of concern from the members of such workshop groups and found their responses helpful in planning. Compiling clinical impressions from the concerns statements of a group will develop a richer picture than will an attempt to learn in depth about one individual. In all cases, a very effective validation strategy is to feed back to the respondents the hypotheses that have been developed. If these analyses are not on target, they will let the respondent know in time to adopt his/her planning.

For those of you who have a good feel for people, who can be empathic with the feelings of others, this manual will be of interest and assistance. If respondents are either indirectly or directly punished for sharing concerns, then the measure and the respondents will work against you. The measure is simple, but is only as good as the user is real in his/her concern for people. And concern for people includes recognition that their concerns will not always be at the highest (what we call "impact") level.

> Educators would like to think that they always function at the *impact* concern level. However, it is a basic finding of [our] research that almost everyone, when first confronted with a "new" innovation, will have relatively intense personal and informational concerns. It is important to recognize that self concerns are a fully legitimate part of change. Rather than indicting people for having self concerns, the role of the adoption agents and policy/decision-makers should be to aid in the resolution of self concerns and to facilitate movement toward task- and impact-related concerns. When planning for innovation implementation, managers of change need to anticipate self concerns and initiate actions to accommodate and resolve them at the outset of the innovative effort. The crime is not in having self concerns, but in others not accepting their legitimacy and constructively addressing their resolution.[1]

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[1]Hall, G. E. The study of individual teacher and professor concerns about innovations. *Journal of Teacher Education*, Spring 1976, 27 (1), 22-23.

# CONCERNS ABOUT THE INNOVATION: WHAT ARE THEY?[2]

As is often expressed, the world around us is complex. At any one time, it is not humanly possible to focus on all of the many different stimuli and conditions that encompass us. In addition, there is much that we do not perceive at all. Of all that we do perceive, we are not equally attentive to each part. Each component and each element individually and in various combinations is of different interest and priority, with most being of little or no interest at any given time.

However, certain aspects of our world are of higher priority. Some appear to leap out at us, demanding our attention. How we perceive these things is dependent on the unique and multifaceted person that each of us is, as well as the characteristics of the issue, idea or thing that is the center of attention. Our past history, personality dynamics, motivations, needs, feelings, education, roles, status, our entire social-psycho being in relation with our experiences and knowledge shape how we perceive and, in our minds, contend with the issue, object, or problem at hand. The reason for attention to be focused on a particular issue may be external, influenced by others, a thing or idea; or the demands may be internal, made within ourselves; or there may be a combination of internal and external variables.

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[2]Excerpted from a concept paper in draft by Gene E. Hall, Research and Development Center for Teacher Education, the University of Texas at Austin, Summer 1976.

*The Dynamics of Concerns*

The composite representation of the feelings, the preoccupation, thought and consideration that is given to a particular issue or task is called *concern*. Depending on our personal make-up, knowledge and experiences, each person perceives and mentally contends with a given issue differently; thus there are different kinds of concerns. The issue may be interpreted as an outside threat on one's well-being, or it may be seen as rewarding. There may be an overwhelming feeling of confusion and lack of information about what "it" is. There may be ruminations about the effects. The demand to consider the issue may be self-imposed in the form of a goal or objective that we wish to reach, or the pressure that results in increased attention to the issue may be external. In response to the demand, our minds explore ways, means, potential barriers, possible actions, risks and rewards in relation to the demand. All in all, the mental activity composed of questioning, analyzing and re-analyzing, considering alternative actions and reactions, and anticipating consequences in its composite is *concern*. An aroused state of personal feelings and thought about a demand as it is perceived is *concern*.

To be concerned means to be in a mentally aroused state about something. The intensity of the arousal will depend on the person's past experiences and associations with the subject of the arousal, as well as how close to the person and how immediate the issue is perceived as being. Close personal involvement is likely to mean more intense concerns (i.e., more highly aroused) which will be reflected in greatly increased mental activity, thought, worry, analysis and anticipation. Through all of this, keep in mind that it is the person's *perceptions* that count, not the reality of the situation.

*Innovation as a Frame of Reference*

At the Texas R&D Center, we have worked extensively with individuals involved in change and we have found that an important dimension is their concerns about the change. In this research, the generic name we have given to the issue, object, problem, or challenge, the thing that is the focus of the concerns, is *innovation*. The innovation and its use provides a frame of reference from which concerns can be viewed and described.

Depending on one's closeness to and involvement with an innovation, one's concerns will be different in type as well as in intensity. All types, or levels, of concerns can be attended to concurrently; however, there are normally *differential degrees of arousal*. With each person, certain aspects of the innovation are perceived as being more important than others at a given time. Thus, the degree of arousal (intensity) of the different types of concern will vary. Concerns will vary depending on the amount of one's knowledge about and experience with the innovation. Use and nonuse make a difference; whether the innovation might be used sometime in the future, direct involvement with it has just begun, or the person is highly experienced with the innovation will likely mean that different types of concern are more intense. In addition, there appears to be a predictable pattern to the movement of intensity of concern across types.

*Changing Concerns*

In our research, different "stages of concern about an innovation" have been identified. It appears that there is developmental movement through these stages; that is, certain types of concern will be more intense, then less intense, before arousal of other types will occur, thus the name "stages." As

Fuller[3] earlier demonstrated about concerns of teachers about teaching, stages of concern about an innovation appear to develop from early *unrelated*, to *self*, to *task*, and finally to *impact* concerns. That is, when something new is introduced, first concerns focus on *self*, what effect(s) the innovation will have on them personally; when these are resolved, concerns will focus more on *task* and ultimately concerns about *impact* of the innovation on learners become more intense. We have identified seven different Stages of Concern about an innovation, which are defined in Figure 1. Again, these concerns appear to be developmental; earlier concerns must first be resolved (lowered in intensity) before later concerns emerge (increase in intensity). Our research suggests that this developmental pattern holds for most process and product innovations.

As Fuller pointed out, arousal and resolution of concerns requires quite different inputs:

> Arousal seems to occur during affective experiences -- for example, during confrontation with one's own video tape.... Resolution seems to occur through more cognitive experiences: acquisition of information, practice, evaluation, synthesis and so on.[4]

However, resolution of earlier concerns and the arousal of later concerns is not accomplished by simply having more knowledge about or time and experience with the innovation. Many other factors influence concerns as well. For example, it may be that the innovation is basically a bad one. It may be that the cognitive and skill requirements are beyond the person's capabilities. Or, it may be that other demands on the person prohibit the innovation from having a high priority in the person's life space. In any case, the arousal and

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[3]Fuller, F. F. Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, March 1969, *6* (2), 207-226.

[4]Fuller, F. F. Personal memo to B. Newlove. July 1970.

resolution of concerns is a highly personal process that takes time and timely interventions of both cognitive and affective natures. In general, however, it appears that a person's concerns about an innovation develop toward the later stages (impact) with time, successful experience and the acquisition of new knowledge and skill. Yet, highly intense concerns may not be easily reduced, and in some cases, a person's history, dynamics and capabilities may make resolution of certain concerns nearly impossible.

*A Cautionary Note*

Higher level concerns development cannot be simply engineered by an outside agent. Having concerns and changing concerns is a dynamic of the individual. The timely provision of affective experiences and cognitive resources can provide the grist for concerns arousal and resolution, thereby facilitating the development of higher level concerns. But, there is no guarantee that arousal of higher stage concerns will follow the reduction of lower stage concerns. Providing inputs that are not stage relevant (e.g., attempting to force high level concerns) is an assured way to increase the intensity of lower stage concerns. How fast and if higher level concerns develop is dependent on the person as well as the innovation and the environmental context. Personalized interventions can facilitate change, but in the end, the person is the final determinant of whether or not change will occur. Attending to concerns is in no way a manipulation of the person. Rather, adoption agentry is recognition of the inevitable presence of concerns within individuals and is the extending of a helping hand to assist as they cope with their concerns.

Figure 1

STAGES OF CONCERN ABOUT THE INNOVATION[5]

0 *AWARENESS:* Little concern about or involvement with the innovation is indicated.

1 *INFORMATIONAL:* A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 *PERSONAL:* Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 *MANAGEMENT:* Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 *CONSEQUENCE:* Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 *COLLABORATION:* The focus is on coordination and cooperation with others regarding use of the innovation.

6 *REFOCUSING:* The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

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[5]Original concept from Hall, G. E., Wallace, R. C., Jr., & Dossett, W. A. A developmental conceptualization of the adoption process within educational institutions. Austin: Research and Development Center for Teacher Education, The University of Texas, 1973.

# DATA COLLECTION SHEETS

# DATA COLLECTION SHEETS

To collect concerns data using an open-ended format, three pages are typically used. The first page provides the respondent with an advance organizer explaining the focus of the question being asked; it also provides for an ID number so that names need not be used to identify respondents. The second page asks the open-ended question, also allowing space for later scoring. The third page collects additional data (which can be anything you think important) that may be useful in analyzing the concerns expressed.

The following three pages illustrate these data collection sheets. They use the innovation of *teaming*, but any innovation may be focused on by simply substituting its name for teaming throughout.

Open-Ended Statement of Concern

Name (Optional) _____

It is very important for continuity in processing this data that we have a unique number that you can remember. Please use:

Last 4 digits SS# ____ ____ ____ ____

The purpose of the open-ended question on the next page is to determine what people who are using or thinking about using innovations are concerned about at various times during the innovation adoption process.

Please respond in terms of your present concerns, or how you feel about your involvement or potential involvement with the innovation of TEAMING. We do not hold to any one definition of this innovation, so please think of it in terms of your own perceptions of what teaming involves. Remember to respond in terms of your present concerns about your involvement or potential involvement with TEAMING.

Thank you for taking time to complete this task.

RESPONSE SHEET

WHEN YOU THINK ABOUT TEAMING, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you now.) Please write in complete sentences, and please be frank.

(1)

(2)

(3)

Do not write in this space.

Please place a check by the statement that concerns you most.

DEMOGRAPHIC PAGE

PLEASE COMPLETE THE FOLLOWING:

(1) What percent of your job is:

teaching ____% administration ____% other (specify) _____%

(2) Female ____ Male ____

(3) In your present situation, how long have you been a member of a faculty team?

never ____ 1st year ____ 2nd year ____ 3rd year ____ 4th year ____ 5th year or more ____

(4) In your use of teaming, do you consider yourself to be a:

nonuser ____ novice ____ intermediate ____ old hand ____ past user ____

(5) During this school year, have you received formal training in teaming (workshops, courses)?

yes ____ no ____

(6) Are you currently in the 1st or 2nd year of use of some major innovation or program other than teaming?

yes ____ no ____

If yes, please describe briefly:

(7) Next year, what do you expect to be doing (write the appropriate number in each blank)?

1 = very unlikely 2 = unlikely 3 = probably 4 = very likely

team teaching in this school ____

team teaching in another school ____

teaching in a self-contained classroom ____

holding an administrative post ____

other (specify) _____

(8) Please check to see if you have indicated the last four digits of your Social Security number on the front page of this questionnaire. Thank you for your help.

# ANALYZING RESPONSES

# ANALYZING RESPONSES

In interpreting a concerns statement, the reader should keep in mind that the goal is to develop a global picture, a gestalt, of the person's concerns. Pinpoint accuracy is not the intent or design of this measure. Rather, the measure is intended to provide a workshop leader or adoption agent with a relatively quick and simple way of identifying the concerns of his/her clients.

The reader (analyst) should first read through the complete statement, developing a general feel for the affect, motivation and needs that the writer has reflected. What innovations or innovation components does the writer refer to? Are the concerns in general unrelated to the innovation? Are they self, task or impact oriented?

Following this general overview examination, the reader can again read the concerns statement and focus in more detail on the substance of each sentence. Such questions as the following can be asked:
Are concerns arising from uncertainties about how one's role will change with use of the innovation? Are concerns about anticipated or experienced problems with management of the innovation? Is collaboration with other colleagues a predominant focus? Are concerns about students expressed in terms of effects on students?

If a more quantitative look at the response is desired, then concerns can be scored according to the Stages of Concern defined in Figure 1 (page 11). Break the concerns statement into content units using parentheses. A content

unit may be one or more sentences but should be representative of only one thought or idea. If the thought is restated in a second sentence, then there would be two units. Assign the number representing the appropriate Stage of Concern to each unit (see Scored Examples 1 through 8, pages 30-37). If the scores cannot be decisive regarding the appropriate Stage of Concern, then numbers for the Stages of Concern reflecting this indecision should be followed by a question mark (see Example 2). We do not recommend that a numerical average be computed since an average could be misleading or meaningless. The numerical picture indicating one or more Stages of Concern can help the clinician get a better perspective of the individual's overall concerns and how focused versus diffuse they are.

# SCORED EXAMPLES OF STAGES OF CONCERN

# SCORED EXAMPLES OF STAGES OF CONCERN

On the following pages (30-37), scored examples are presented for Stages of Concern. Content units (sentences or phrases) making up the entire response are interpreted in context. Clinical analysis should consider *all* knowledge about the personal and the institutional involvement or lack of involvement with the innovation, as well as any other information or observation that would add to the clinical picture of current concerns about the specific innovation.

These examples were excerpted from actual statements made by individuals on open-ended concerns statements. The concerns statements focused on a variety of innovations, including team teaching, instructional modules (self-paced units of instruction) and individualized instruction.

EXAMPLE 1

(I don't have enough time to organize myself each day.) 3

(I'm concerned about not having enough planning and preparation time.) (I'm swamped.) 3,3

(I find the materials are too fragile for individual use. They are too often broken or end up in somebody's pocket.) 3

These statements are clearly Stage 3 Management concerns. The focus of all statements is on issues related to efficiency, organizing, managing, and time demands.

EXAMPLE 2

| | |
|---|---|
| (I am concerned that I will have to work with the innovation without having anything to do with crucial decisions.) | 2 |
| (Possible changes from my instruction of juniors to the supervision of senior student teachers concerns me.) | 2 |
| (I'm concerned because I think we should consider students more and listen to what they say before we rush into another new thing.) | 2? 4? |

Responses are not always clear cut. In context of all the respondent has written, it is not clear whether she/he is expressing in this last unit primary concern about the innovation's impact on students or expressing apprehension about change. However, the predominance of Personal concerns would indicate overall Stage of Concern 2. The concern stated is more a concern about his/her ability to make the innovation work for students than about whether it is an innovation which would be good for students if properly implemented. Obviously one must make judgments. Simply adding the questionable 2? and questionable 4? together and getting an average (3) would make no sense. There is nothing to indicate that the respondent is primarily concerned about management (Stage of Concern 3).

EXAMPLE 3

(Right now, I'm involved in pulling together everything that will capitalize on the success I've had with modules, but will go much, much further.) 6

(I know of classroom experiences in the public school which could be modularized so as to bring students in touch with reality in action in a relevant way.) 6

Clearly, Stage of Concern 6.

EXAMPLE 4

| | |
|---|---|
| (So far we haven't been told we will team so I haven't been concerned about teaming.) | 0 |
| (I'm not really sure what has to occur before teachers are teaming.) | 0 |
| (Personalities must be compatible.) | 0? 2? |

In view of the three responses, one would judge that the respondent is not intensely concerned about the innovation and is at Stage 0. The last response, however, might suggest some concerns at Stage of Concern 2, even though the respondent denies concern and knowledge about the innovation.

EXAMPLE 5

(I am constantly aware of what teaming can do for children across grade levels, what needs to be done and how our team can work with others to make teaming work throughout this school.) 5

(It is important to me that I help maintain and expand the team with team coordination of our math program from primary to intermediate.) 5

This respondent is concerned about issues beyond his/her team and how to collaborate with others. There are intense Stage 5 concerns and apparently a commitment to action.

EXAMPLE 6

(I am concerned that "modularized" course organization tends to reduce student/teacher contact, particularly group contact, to the students' disadvantage.) 4

(Since the content, format and purpose vary from discipline to discipline and course to course, I worry that students will have to duplicate work and become bored instead of stimulated.) 4

Both content units reflect knowledge of the innovation and its consequences for students. The person is expressing Stage 4 concerns. The intensity of these concerns is harder to judge, but they are apparently not overwhelming.

EXAMPLE 7

(I'm concerned about learning more about team teaching.) 1

(I find so few articles that give practical ideas about how to begin teaming.) 1

(Now that I've observed teaming in an IGE open classroom, I'm anxious to visit a school where classrooms are separate as in our school, but where teachers team anyway.) 1

This statement reflects a healthy active concern about learning more about the innovation (Stage of Concern 1). Apparently the respondent has done some exploration and is highly interested in learning more about the innovation.

EXAMPLE 8

(Passing the buck)

(Effective work)

(Racial and geographical stereotypes)

(Overlapping)

(Process orientation)

Although the clinician can imagine what is meant by each phrase above, we have found it is best to accept that not all statements can be scored, especially those which are not stated in complete sentences. We find it important to impress on respondents the necessity of their spelling out their concerns in sentences. If a respondent returns a blank statement or answers with just one or two words, this indicates that, for some reason, there is not a willingness to share, and this needs to be heeded.

# ILLUSTRATIONS OF STAGES OF CONCERN

STAGE OF CONCERN 0 -- AWARENESS

Little knowledge of and/or involvement with the innovation is indicated.

Examples

I am not aware of what the "innovation" is about or what it requires.

I don't really know what the "innovation" involves.

I am not concerned about the "innovation."

My major concern at present is the current move toward evaluation of faculty.

STAGE OF CONCERN 1 -- INFORMATIONAL

A general awareness of the innovation and interest in learning more about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantative aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

Examples

Being a new faculty member, there is still a lot I don't yet know about how I'll use the "innovation," but I'm reading and asking questions.

I am very interested in the "innovation" and I'm looking for any help available because I am not as knowledgeable about it as I want to be.

I feel the need to find out the instructor work and support services needed to support the "innovation" when we begin to use it.

In order to use the "innovation" and in order to encompass the kind of analysis and synthesis of complex problems which I would like to occur, I'm looking for anything I can find to help me get ready to incorporate the "innovation" in my instruction.

STAGE OF CONCERN 2 -- PERSONAL

Uncertainty about the roles played by the individual and the demands placed upon him/her by the innovation is reflected. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

Examples

I am concerned about whether I can do it.

I worry about unknowingly saying or doing something that will jeopardize my working relationships when we begin to use it.

I am concerned about how much control I will have over the way I use the innovation.

I can see how a person could lose her personal identity when involved in the use of a new program. Group decisions may overrule what an individual would prefer to do.

I am concerned about the change in teaching procedures which this new approach will require of me.

I doubt my ability to accept such a big change and make it work.

In my own discipline, the use of the innovation would seem to force me to a cognitive level of instruction which is unacceptable.

I am concerned that the pressure to use the innovation will force instructors who are unprepared to use it. I'm not sure I'm ready.

## STAGE OF CONCERN 3 -- MANAGEMENT

Attention is on the processes and tasks of using the innovation and the best use of information and resources. The focus is on issues related to efficiency, organizing, managing, scheduling, and time demands.

### Examples

The *management* of all the innovation requires...

I am concerned because we will spend too much valuable time in meetings trying to get everyone together to discuss common problems and procedures about the use of the innovation and for us there is more loss than gain.

I am concerned with getting enough materials for the large groups I have.

I am most concerned about finding the time to do all the things I'd like to do with the innovation.

My concerns about the innovation are the same as for teaching generally -- enough planning and preparation time. I'm swamped.

I am very concerned about the *time* it is taking me to prepare materials, diagnose weaknesses and things necessary for the individualized program the innovation presupposes.

I am concerned because I am not yet able to adapt materials to fit smoothly into my instructional plans.

I am distressed about the time it takes to make sure materials and instruction are high quality.

I am concerned with the amount of record keeping required in that it is a constant marathon form and leaves me little time to plan the time in class that can be devoted to helping students.

## STAGE OF CONCERN 4 -- CONSEQUENCE

Impact of the innovation on students in his/her immediate sphere of influence is reflected. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and change needed to increase student outcomes.

### Examples

I'm concerned with revising the innovation so those who wish to teach corrective reading can do half their student teaching experience in a corrective reading room with the innovation used to prepare them to work in a remedial clinic.

I believe our students need a *longer* student teaching experience and I think I can change the innovation to help students more with this experience.

I am interested in obtain'ng and utilizing feedback from students about the innovation in order to evaluate my teaching.

I am concerned about my particular instructional (subject) area so that I can change my use of the innovation in such a way that each child will achieve his best through my efforts.

I am concerned about how I am using the innovation in that I care about how it is affecting students' attitudes toward learning in general and my courses in particular.

As I use the innovation, I am concerned with the clarity of the objective and the creativity involved in repetition of new ideas so that the student has ample opportunity to *learn* the new concept without becoming bored.

Revising materials to include improved reading guide questions in connection with the innovation in order to provoke a higher order response from students...

I am concerned about breaking material into smaller units so as not to discourage the student with too large a task. Students often fail to see the connection between the innovation and the total program.

STAGE OF CONCERN 5 -- COLLABORATION

The focus is on coordination and cooperation with others in relation to the innovation regarding use of the innovation.

Examples

I would like to see us provide a greater variety of exemplary instructional models and I'm concerned because we don't talk with other faculty even more than we do. The innovation needs to be expanded for use by interdisciplinary teams.

I am concerned with the overall faculty and staff's conceptualization of the program and college-wide cooperation in making the innovation work best in our situation.

I'm interested in a cooperative *team* effort on the part of the faculty as we work with the innovation.

I am concerned about coordinating the use of the innovation across the entire department.

Our program needs improved coordination and articulation about how we use the innovation in order that undue overlapping might be eliminated and gaps filled in.

## STAGE OF CONCERN 6 -- REFOCUSING

Indications of user's exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Signifies the presence of definite ideas about the alternatives to the proposed or existing form of the innovation.

### Examples

I am interested in helping produce competent professionals and the innovation is good, but not good enough. I'm familiar with several approaches that might be better.

As a team member, I am concerned about working cooperatively with others but I'm concerned because I think the innovation would be more effective if it is revised or replaced with a combination of...

The more successful I am with using the innovation the more concern I have about the need to incorporate fresh approaches and creative changes in our use like.... We could get in a rut.

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